

SPORTS AND ENTERTAINMENT MARKETING

Sports and entertainment marketing is a specialized course designed to offer students an opportunity to gain knowledge and develop skills related to the growing sports and entertainment industry. Students will develop skills in the areas of facility design, merchandising, advertising, public relations/publicity, event marketing, sponsoring, ticket distribution, and career opportunities as they relate to the sports and entertainment industry.

Recommended Pre-requisite: One marketing credit in a core course*

Recommended Credits: 1/2-3*

Recommended Grade Levels: 11th, 12th

***Note 1: Core courses:** Marketing and Management I – Principles; Services Marketing; Retail Operations; Wholesale Operations; Financial Services Marketing

***Note 2:** Standards to be completed for ½ credit are identified with one asterisk (*). Additional standards to be completed for 1 credit are identified with two asterisks (**).

A paid, credit-generating work-based learning component is recommended for advanced students for up to 2 credits. This standard is identified by three asterisks (***)



Sports and Entertainment Marketing

***STANDARD 1.0**

The student will evaluate the significance and components of sports and entertainment as a viable industry.

***STANDARD 2.0**

The student will recognize the value of product research and development in sports and entertainment.

***STANDARD 3.0**

The student will evaluate the considerations involved in facility design.

***STANDARD 4.0**

The student will interpret the importance of all aspects of product planning in sports and entertainment.

***STANDARD 5.0**

The student will examine the role of advertising as a promotional tool in sports and entertainment.

****STANDARD 6.0**

The student will compare public relations and advertising to learn the importance of generating positive publicity and avoiding negative publicity.

****STANDARD 7.0**

The student will recognize event planning and other forms of sales promotion as components of the sports and entertainment promotional mix.

****STANDARD 8.0**

The student will explore various facets of sponsorship in sports and entertainment including the acquisition of sponsors and sponsorship of events.

****STANDARD 9.0**

The student will evaluate ticket marketing strategies which include design, distribution, and sales.

***STANDARD 10.0**

The student will apply and relate other academic subject matter to sports and entertainment marketing.

***STANDARD 11.0**

The student will apply organizational and leadership skills.

*****STANDARD 12.0**

The student will analyze how sports and entertainment marketing principles are applied in a work-based learning experience.

Sports and Entertainment Marketing

Sports and entertainment marketing will include a specialized marketing course which is designed for students to develop skills in the areas of facility design, merchandising, advertising, public relations/publicity, event marketing, sponsoring, ticket distribution, and career opportunities as they relate to the sports and entertainment industry.

STANDARD 1.0

The student will evaluate the significance and components of sports and entertainment as a viable industry.

LEARNING EXPECTATIONS

The student will:

- 1.1 Analyze the components of the sports and entertainment industry.
- 1.2 Recognize sports and entertainment as a field of marketing.
- 1.3 Analyze growth and trends of sports and entertainment as an industry in local, state, national and international areas.
- 1.4 Determine the career opportunities available in the sports and entertainment industry.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 1.1 Categorizes businesses in the sports and entertainment industry.
- 1.2 Differentiates between the various marketing fields.
- 1.3 Investigates the history of sports and entertainment as a factor in economic growth and marketing.
- 1.4 Inspects the business, employment and career options in sports and entertainment (including education).

INTEGRATION/LINKAGES

SCANS, History, Economics, Psychology, Sociology, Language Arts

SAMPLE PERFORMANCE TASKS

- Create a chart of organizations in the sports and entertainment industry.
- Discuss the history of an organization in the sports and entertainment industry for a specific field (ex. Oilers/Titans)
- Prepare a report on a career in sports and entertainment including education.

STANDARD 2.0

The student will recognize the value of product research and development in sports and entertainment.

LEARNING EXPECTATIONS

The student will:

- 2.1 Discuss the issues related to selection of product and brand naming in sports and entertainment.
- 2.2 Access demographic and geographic considerations related to sports and entertainment.
- 2.3 Evaluate the importance of market information management in market segmentation.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 2.1 Evaluates the need(s) for a sports and entertainment product or service based on economic trends (local, state, etc.).
- 2.2 Analyzes demographic and geographic information within a population.
- 2.3 Compares target markets in various sports and entertainment fields.

INTEGRATION/LINKAGES

SCANS, History, Economics, Psychology, Sociology, Language Arts

SAMPLE PERFORMANCE TASKS

- Create a brand name for a product in sports and entertainment (ex., team name).
- Develop and implement a research tool to determine recreational preferences.

STANDARD 3.0

The student will evaluate the considerations involved in facility design.

LEARNING EXPECTATIONS

The student will:

- 3.1 Determine the requirements in choosing a location and/or building and operating a facility.
- 3.2 Evaluate financing possibilities for a sports and/or an entertainment facility.
- 3.3 Recognize support activities in operating a sports and entertainment facility (concessions, security).

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 3.1 Investigates legal issues in designing a facility.
- 3.2 Explores the advantages and disadvantages of the types of financing available for a facility (bonds, private investment, etc.).
- 3.3 Examines the benefits of creating an operational plan for a sports and entertainment facility.

INTEGRATION/LINKAGES

Drafting, Art and Design Technology, Computer Technology, Economics, Interior Design, Accounting, Business Law, Mathematics, Language Arts, Social Studies, Science

SAMPLE PERFORMANCE TASKS

- Design a sports and entertainment facility.
- Create an organizational chart for a sports and entertainment facility.

STANDARD 4.0

The student will interpret the importance of all aspects of product planning in sports and entertainment.

LEARNING EXPECTATIONS

The student will:

- 4.1 Evaluate the forms of product licensing and the product licensing process.
- 4.2 Compare the merchandising strategies utilized in sports and entertainment.
- 4.3 Examine product lines for sports and entertainment organizations (including manufacturing costs).

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 4.1 Determines the licensing utilized based on the sports and entertainment product offered.
- 4.2 Differentiates between external and internal merchandising strategies.
- 4.3 Evaluates product lines offered in relation to the sports and entertainment organization/field.

INTEGRATION/LINKAGES

Drafting, Art and Design Technology, Computer Technology, Economics, Interior Design, Accounting, Business Law, Mathematics, Language Arts, Social Studies, Science

SAMPLE PERFORMANCE TASKS

- Design a uniform for a sports team.
- Research manufacturing costs for external merchandise (i.e., local theater, restaurant, concert).

STANDARD 5.0

The student will examine the role of advertising as a promotional tool in sports and entertainment.

LEARNING EXPECTATIONS

The student will:

- 5.1 Evaluate the advertising media forms (print, broadcast, specialty) suitable in the sports and entertainment industry.
- 5.2 Assess the value of advertising in the sports and entertainment industry.
- 5.3 Determine the role of advertising technology in sports and entertainment.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 5.1 Determines appropriate media based on the sports and entertainment organization.
- 5.2 Compares and contrasts advertising to other forms of promotion.
- 5.3 Examines the role of the Internet, revolving billboards, etc., in sports and entertainment.

INTEGRATION/LINKAGES

Drafting, Art and Design Technology, Computer Technology, Economics, Interior Design, Accounting, Business Law, Mathematics, Language Arts, Social Studies, Science

SAMPLE PERFORMANCE TASKS

- Create a print ad for a sports and entertainment product/service.
- Compare the web sites of two professional sports teams and list similarities and differences.

STANDARD 6.0

The student will compare public relations and advertising to learn the importance of generating positive publicity and avoiding negative publicity.

LEARNING EXPECTATIONS

The student will:

- 6.1 Evaluate the similarities and differences between public relations and advertising.
- 6.2 Investigate the various forms of public relations/publicity in sports and entertainment.
- 6.3 Assess the utilization of public relations in sports and entertainment.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 6.1 Compares media sources for public relations and advertising.
- 6.2 Compares/evaluates advance publicity in sports and entertainment.
- 6.3 Appraises various public relations issues in sports and entertainment.

INTEGRATION/LINKAGES

Drafting, Art and Design Technology, Computer Technology, Economics, Interior Design, Accounting, Business Law, Mathematics, Language Arts, Social Studies, Science

SAMPLE PERFORMANCE TASKS

- Create a media kit for an entertainer or sports team.
- Summarize articles from newspapers, magazines where public relations is used.

STANDARD 7.0

The student will recognize event planning and other forms of sales promotion as components of the sports and entertainment promotional mix.

LEARNING EXPECTATIONS

The student will:

- 7.1 Evaluate the stages (planning to execution) of managing an event in sports and entertainment.
- 7.2 Examine event possibilities in various sports and entertainment industries.
- 7.3 Determine the traditional and nontraditional methods of sales promotion utilized in sports and entertainment.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 7.1 Determines the time, money, and personnel needed for execution of an event.
- 7.2 Compares events geared toward specific target markets.
- 7.3 Assesses the value of sales promotion tools in sports and entertainment.

INTEGRATION/LINKAGES

Drafting, Art and Design Technology, Computer Technology, Economics, Interior Design, Accounting, Business Law, Mathematics, Language Arts, Social Studies, Science

SAMPLE PERFORMANCE TASKS

- Create a calendar of events for a sports and entertainment entity.
- Plan and execute a sports and/or an entertainment event for DECA, including roles and responsibilities of organizational members.

STANDARD 8.0

The student will explore various facets of sponsorship in sports and entertainment including the acquisition of sponsors and sponsorship of events.

LEARNING EXPECTATIONS

The student will:

- 8.1 Evaluate the impact of sponsorship in sports and entertainment.
- 8.2 Determine the various types of sponsorship in sports and entertainment.
- 8.3 Analyze potential sponsorship opportunities.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 8.1 Assesses the importance of sponsorship in concessions, event planning, advertising, facility design, etc.

- 8.2 Compares local, regional, national, and international sponsorships.
- 8.3 Explains reasons for considering/avoiding sponsorship agreements.

INTEGRATION/LINKAGES

Drafting, Art and Design Technology, Computer Technology, Economics, Interior Design, Accounting, Business Law, Mathematics, Language Arts, Social Studies, Science

SAMPLE PERFORMANCE TASKS

- Prepare a report on sponsors for a local theatre (look in program).
- Attend a minor league game/concert and identify sponsors.

STANDARD 9.0

The student will evaluate ticket marketing strategies which include design, distribution, and sales.

LEARNING EXPECTATIONS

The student will:

- 9.1 Examine ticket sales policies/strategies in sports and entertainment.
- 9.2 Analyze pricing strategies based on the sports and entertainment industry and target market.
- 9.3 Identify the components of a ticket design.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 9.1 Determines ticket sales policies/strategies in various sports and entertainment organizations (refunds, rain dates, payment procedures, advance sales, etc.), evaluating the benefits of group, corporate, season, pre-season ticket sales, etc.
- 9.2 Compares ticket pricing within a sports and entertainment industry for separate target markets (ex., professional team that targets teens versus a team that targets adults).
- 9.3 Determines the elements included on a ticket based on the sports and entertainment event (lettering, colors, graphics, seat information, price).

INTEGRATION/LINKAGES

Drafting, Art and Design Technology, Computer Technology, Economics, Interior Design, Accounting, Business Law, Mathematics, Language Arts, Social Studies, Science

SAMPLE PERFORMANCE TASKS

- Create a ticket for a local sports team.
- Develop a selling plan for a musician.

STANDARD 10.0

The student will apply and relate other academic subject matter to sports and entertainment marketing.

LEARNING EXPECTATIONS

The student will:

Language and Fine Arts

- 10.1 Utilize proper grammar and writing skills.
- 10.2 Utilize effective communication skills.
- 10.3 Assess the value of art and design in sports and entertainment marketing.

Mathematics

- 10.4 Demonstrate an understanding of the properties of real numbers.
- 10.5 Apply algebraic procedures to solve equations and interpret results.
- 10.6 Interpret real data.
- 10.7 Demonstrate competencies in derived and indirect measurements.

Science

- 10.8 Examine environmental issues in sports and entertainment marketing.
- 10.9 Evaluate social responsibility in sports and entertainment marketing.
- 10.10 Describe the scientific elements relevant in facility design.

Social Studies

- 10.11 Assess the impact of economic historical events.
- 10.12 Explore psychological and sociological patterns of individuals.
- 10.13 Analyze characteristics of a population
- 10.14 Examine legal and ethical issues affecting the sports and entertainment industries.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

Language and Fine Arts

- 10.1 Generates original ideas based on prior knowledge and research related to sports and
- 10.2 entertainment.
- 10.3 Plans appropriate methods of internal and external communication.
- 10.4 Assesses the value of art and design principles as applied in sports and entertainment.

Mathematics

- 10.5 Utilizes order of operation to simplify and evaluate procedures.
- 10.6 Utilizes formulas in interpreting financial data.
- 10.7 Collects and organizes data to construct graphs, tables, and spread sheets.
- 10.8 Formulates pricing strategies including unit cost, markings, ROI, etc.

Science

- 10.9 Assesses the importance of environmental considerations in decision making.
- 10.10 Measures the impact of societal factors on sports and entertainment organizations.
- 10.11 Analyzes physical consideration in facility design.

Social Studies

- 10.12 Interprets the significance of economic and historical events.
- 10.13 Relates the consumer decision-making process in sports and entertainment product and services offerings.
- 10.14 Compares demographic, psychographic, and geographic factors.
- 10.15 Measures or assesses the impact of legal and ethical issues.

INTEGRATION/LINKAGES

Drafting, Art and Design Technology, Computer Technology, Economics, Interior Design, Accounting, Business Law, Mathematics, Language Arts, Social Studies, Science

SAMPLE PERFORMANCE TASKS

- Create a brand name, brand mark and slogan for a local sports team or entertainment complex.
- Determine the unit cost for an external or an internal merchandise item. (i.e., team hat, fan, or player)
- Design a sports or an entertainment facility.
- Develop and implement a research tool (survey) to determine recreational preferences.

STANDARD 11.0

The student will apply organizational and leadership skills.

LEARNING EXPECTATIONS

The student will:

- 11.1 Demonstrate a knowledge of DECA.
- 11.2 Utilize critical thinking in decision-making situations.
- 11.3 Identify and develop or apply personal characteristics needed in leadership situations.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 11.1 Relates his/her knowledge of DECA through a written or an oral evaluation.
- 11.2 Solves problems utilizing role-play, team decision-making, and DECA projects.
- 11.3 Accepts task/project responsibilities in the class or DECA activities.

INTEGRATION/LINKAGES

SCANS, National Marketing Education Standards, Marketing Education Advisory Committee, Chamber Partnerships, Language Arts, Speech, Mathematics, Business Communications

SAMPLE PERFORMANCE TASKS

- Join and participate in DECA.
- Make a passing score on an oral or a written evaluation on DECA and leadership.
- Compete in regional, state, and national DECA competitive events.

- Run for state or national DECA officer.
- Participate in group projects.
- Organize a DECA project.

STANDARD 12.0

The student will analyze how sports and entertainment marketing principles are applied in a work-based learning experience.

LEARNING EXPECTATIONS

The student will:

- 12.1 Apply principles of sports and entertainment to a work-based situation.
- 12.2 Integrate time management principles in organizing his/her schedule to include school, work, social, and other activities.
- 12.3 Evaluate and apply principles of ethics as they relate to the work-based experience.
- 12.4 Employ the principles of safety to the work-based experience.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 12.1 Scores average or above on the employer performance evaluation.
- 12.2 Designs a plan to include his/her schedule of activities.
- 12.3 Records and assess workplace events based on the ethical implications.
- 12.4a. Makes a passing score on a class-based or work-based safety evaluation.
- 12.4b. Applies safety rules and regulations to the work site.

INTEGRATION/LINKAGES

SCANS, National Marketing Education Standards, Community Employers, Language Arts, Mathematics, Science

SAMPLE PERFORMANCE TASKS

- Compose and maintain a journal that includes general work site experiences, time management planning, and evaluation of ethical behavior.
- Create a training manual for a new employee outlining the safety considerations for the job.
- Keep a report of wages and hours on the job.

SUGGESTED RESOURCES

National Retail Merchants Association

Area Chamber Partnerships

Vocational Advisory Committees

Marketing Essentials; Glencoe

Fantasy Sports for the Classroom; Fantasy Sports Properties, Burruss, Mary and David Warrer,
1998

Sports Marketing; Human Kinetics Publishers

Careers for Sports Nuts and Other Athletic Types; NTC Publishing Group

Sports Careers Newsletter; Stratford American Sports Corporation

Marketing Foundations and Functions; Southwestern

Marketing Practices and Principles; Glencoe

National DECA

MarkEd – Marketing Education Resource Center

DECA Guide